

## ABSTRACT

Social studies (SS) is one of the compulsory subjects offered and examined at the primary school curriculum in Kenya. It consists of three subjects, History, Geography and Civics. Reports from Kenya National Examination Council (KNEC) revealed that the performance of Social Studies in the Kenya Certificate of Primary Education (KCPE) by Learners who are Deaf in Lower Eastern Region has been consistently poor as compared to other subjects. SS had a mean score of 16.48, 20.85, 20.00, and 21.1 in the years 2010, 2011, 2012 and 2013 in relation to other subjects: English-36.48, 44.20, 37.29 and 37.63, KSL-54.34, 53.73, 54.78, and 63.11, Mathematics-31.16, 29.79, 30.88 and 34.08, Science- 24.40, 19.22, 24.18 and 27.19 in the 4 years respectively and Social studies was poorly performed. Previous researches indicated that: teaching strategies, attitude and resource usage affected the performance of learners. Hardly any study has been carried out to determine factors that affect performance of learners who are Deaf in social studies. There was need to carry out a study to establish selected factors determining the performance in social studies among learners who are Deaf in Lower Eastern Kenya. The purpose of this study therefore was to establish selected factors determining Deaf learner's performance in social studies in KCPE in primary schools for the Deaf in Lower Eastern Region, Kenya. Objectives of the study were to; establish teaching strategies used in teaching SS, Determine teachers and Learners attitude towards SS, and determine the availability and use of teaching and learning resources in SS in primary schools for the Deaf in Lower Eastern Region, Kenya. A conceptual framework was used to show the interaction of selected factors determining performance in SS. Descriptive survey research design was adopted in this study. Target population was 6 Head teachers, 8 Teachers and 120 Learners who are Deaf. Saturated sampling technique was used to select 5 Head teachers, 6 teachers and 108 learners who are Deaf. A pilot study using test-retest method was carried out consisting of 1 Head teacher, 2 Teachers and 12 Learners who are Deaf to establish reliability of the instruments. Reliability coefficient was 0.72. Instruments for data collection were Questionnaires and interview schedules. Research instruments were presented to experts in the department of special needs and rehabilitation to judge their face and content validity. Quantitative data was analyzed using descriptive statistics such as means and percentages while qualitative data was collected, organized and categorized into themes and sub- themes and reported. The study established that key teaching strategy used was lecture method ( $m=3.78$ ), and least was: Group discussion ( $m=2.04$ ). Teachers and learners attitude was negative ( $m=2.08$ ) and ( $m=2.02$ ) respectively. Key teaching and learning resources that were availed and used were use of Deaf role models ( $m=3.46$ ), and textbooks ( $m=3.34$ ). The study concluded that inadequate use of learner-centered teaching strategies, negative attitude of teachers and learners and inadequate and irrelevant resources were the key factors that affected performance in SS. The study recommends that teachers use learner centered teaching strategies, promotion of positive attitude among teachers and learners and use of appropriate resources while teaching would ensure good performance in SS.